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In-Service Training Delivery System

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CPM Project Paper
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Introduction

The South Carolina Department of Public Safety, Criminal Justice Academy Division was established in 1968 to meet the ever growing needs of the state law enforcement community's training needs (§ 23-6-400. Intent of article; Division of Training and Continuing Education created; (A) There is created a Division of Training and Continuing Education to operate a training program for law enforcement officers and other persons employed in the criminal justice system in this state and to establish and maintain minimum standards in law enforcement selection and training)¹. In 1970 a Training Council, composed of Chiefs, Sheriffs and other law enforcement officials for field representation in training related matters, was formed. Training curriculum has continued to progress and expand in complexity and volume over the years in meeting these training needs of the state law enforcement community. The Academy continues to maintain its mission statement: "*The mission of the Criminal Justice Academy Division of the Department of Public Safety is to train criminal justice personnel by providing mandated training and a continuous certification process.*" In meeting this mission statement the Academy's training curriculum expanded from its initial Basic Training program with the addition of Advanced and Specialized programs. This growth was a direct result of meeting the state law enforcement community's training and operational needs.

¹ Code of Laws of South Carolina, 1976, Chapter 23, Training for Law Enforcement Officers p.3, Article 9. §23-6-400, Section (A)

The South Carolina Department of Public Safety and the Criminal Justice Academy Division are accredited by the Commission on Accreditation for Law Enforcement Agencies (CALEA)² . The Academy is also considering further accreditation with the CALEA Public Safety Training Academy Accreditation program. The Academy has enjoyed a long standing position of esteem within the law enforcement training community for its commitment to providing excellence in quality training. This recognition is primarily derived from the training performance of the instructional staff. Each instructor brought to the Academy years of field experience and a demonstrated ability to instruct others. After selection and upon hire, each instructor would be scheduled to attend instructional training within the Academy's Basic Instructor Development program, and at the Federal Law Enforcement Training Center (FLETC) for additional advanced instructor development training. Each instructor would also be scheduled to attend continued out-of-state training within their assigned areas of expertise on an annual basis. This approach to in-service training within the Academy was well served in insuring the instructional staff remained current and on top of both their assigned areas of expertise and training and instructional abilities. One of the primary balances in this agency's success is the instructor's ability to maintain a high level of expertise, knowledge, and presentation skills. To do so, an on-going in-service training process is necessary to maintain these expectations.

As a direct result of economic shortfalls in the state budget over-all, and specifically a

² Commission on Accreditation for Law Enforcement Agencies, The Standards Manual for Law Enforcement, Chapter 33, pgs. 33-1-6, refer to Attachment #1.

marked decrease in employee and operational budgetary considerations at the Criminal Justice Academy, the Academy has absorbed a significant setback in program development and delivery. Another problem directly associated with the financial setback experienced at the Academy is the inability to consistently provide in-service training to its staff. A key issue facing the Criminal Justice Academy is to find new ways to provide cost efficient, continued on-going in-service training to the Academy staff.

Purpose of Project

The purpose of this project is to develop and conduct cost-efficient, time efficient, and on-going quality in-service training that will meet the operational needs of the Academy staff.

Project Development and Implementation

This project is a result of a national search conducted to find the best method to develop a training delivery system meeting the above stated purpose. This CPM project was divided into four phases: Data Collection; Data Analysis; Implementation Plan; and Evaluation Methods.

Data Collection

A detailed study into the past in-service training programs at the Academy was conducted to determine how much, and what type of training was afforded to staff, along with a detailed review of operational expenses for that training provided. With the reduction in force to staff, yet another study was conducted to determine in-service training needs based on the degree of job duty transfers that have occurred. An evaluation was conducted pertaining to the Academy's duties in maintaining standards within its membership in the Commission on Accreditation for Law Enforcement Agencies

(CALEA). Standards posted in the CALEA Standards Manual, directly related to the on-going need for training staff to maintain instructional expertise are: 33.1.4 (pg. 33-2); 33.1.7 (pg. 33-2); 33.3.1 (pg. 33-3); 33.5.3 (pg. 33-5); 33.7.1 (pg. 33-6); 33.7.2 (pg. 33-6); 33.8.1 (pg. 33-6) and 33.8.2 (pg. 33-6). A study of compliance to these standards revealed a deficiency in the old approach to providing in-service training to staff. While occasional in-service training was conducted, the approach to that training was arbitrary and did not meet the general purpose operational needs of the staff. It was found that prior in-service training was provided infrequently, on topics not associated specifically to job duties, and with no formal monitoring process attached (refer to Attachment A). A further review of the CALEA, Standards for Public Safety Training Systems Standards Manual suggests similar issues as evidenced with the CALEA LE Standards Manual. Chapter 5, standard 5.4.8; Chapter 8, standard 8.5.3, standard 8.5.7, and standard 8.5.8 will require a more specific and validated approach to providing in-service training to staff. If the Academy elects to pursue further accreditation within the CALEA Public Safety Training Systems certification program, even more standards will have to be addressed and met dealing with staff training and development. An In-Service Training Questionnaire³ was prepared and distributed to the Academy staff (administrative and instructional personnel). The questionnaire was developed in such a fashion as to provide insight into assignments, job duties, received training and perceived training needs.

³ The Criminal Justice Academy In-Service Training Questionnaire – Refer to Attachment #2

Data Analysis:

CALEA Standards Compliance –

As indicated by a review of the aforementioned CALEA standards, while the Academy met the general intent of the standards for the job duties of the instructional staff, it does not meet the specific training need of those job duties. Past in-service training did not focus on or have direct relevance to the instructor's training position.

Questionnaire Analysis –

Of the Academy's 110 personnel, 43 responded (39% return rate)². This response, while limited in certain areas, did provide some insight into perceived training needs among the staff. One primary focus area of the questionnaire was to the question: Do you feel past in-service training (minus Annual Firearms and Defensive Tactics) has met your specific job duty needs? To this question, 27 responded. From a current number of 33 instructors on staff, 16 responded (48% return rate). Of those 16 responding, eight (50%) agreed they received adequate in-service training while eight (50%) disagreed. In response to cross training into new instructional areas (due in part to recent reduction in force experienced at the Academy), further focus on in-service training needs were indicated. Do you feel, when assigned new training duties, that cross training provided for those new training assignments has been adequate? Of those responding 11 agreed (64%) while six disagreed (35%). Three indicated they have never received any cross training. These two questions provide an indication that prior in-service training was felt not to meet job duty needs by a percentage of the responding instructional staff. With the volume and criticality of the course content taught at the Academy, there are clear indications that

past in-service training failed to meet across the board training needs for the instructional staff.

Budget Analysis -

The Academy has faced a continual reduction in both operational and employee payroll budgets⁴. This trend is clearly evident starting in 1999 (Budget Change: \$6,552,599); 2000 (Budget Change: \$3,667,197 – \$2,885,402 less than 1999); 2001 (Budget Change: \$2,789,815 – \$95,587 less than 2000); 2002 (Budget Change: \$1,647,870 – \$1,141,945 less than 2001); 2003 (Budget Change: \$1,116,284 – \$531,586 less than 2002). In this time period, the Academy has experienced an operational reduction of \$5,436,315. With operational funding reductions exhausted, a Reduction in Force (RIF) was conducted in 2003 which greatly impacted the Academy and its programs. Instructors and courses were shifted to make up for this RIF, which resulted in many Instructors being assigned new training duties in new areas. Cross-training is critical to course function, credibility and validity. Prior in-service training did not address these issues. Conclusions drawn from the Academy's budget status analysis clearly indicate a need for a new in-service training approach with a cost-efficient delivery system. These cost considerations should also be able to support a program of timely delivery of critical training course content to the staff. A training delivery system that provides validated training, specific to staff job duties, while being cost efficient within the budgetary constraints faced by the Academy becomes the goal of this in-service training program proposal.

⁴ Criminal Justice Academy Operational Budget Charts, refer to Attachment #3

Implementation Process:

1. Identify Key Stakeholders:

A presentation and proposal was provided to the Academy Deputy Director. The Deputy Director was in agreement with the in-service concept and delivery system. The Deputy Director has provided total support for this initiative. With a strong show of support, the Deputy Director created the position of Professional Development Coordinator. This position was solely dedicated to the development of in-service training for the Academy staff. The CJA instructional staff was also identified as key stakeholders in this project as the adult learner beneficiaries of the in-service training, attended meetings in which the program was announced and explained in detail. The Academy staff in general was also advised of the program, as future plans are to expand this in-service training to all staff (currently, the program already has two training segments available to all CJA staff members).

Research was conducted to determine the most cost-efficient software delivery system to acquire and use for the program. Trainersoft Professional Software⁵ was selected. This software meets the current needs of the program and provides a sound foundation for electronic transmission of student and course activity within the program. It was also found that the software provided a user-friendly format for course development. A system was established through the Academy Certification Section whereas staff attendance to this in-service training would be recognized on instructor's re-certification

⁵Trainersoft Corporation – 4020 Westchase Blvd. Suite 400, Raleigh, NC. 27607

training records. Time trials were conducted on completed short courses within the program and it was determined that the average viewing time for a course was one hour. This time value became the hours awarded through Certification for instructor attendance. A questionnaire was developed and submitted to staff for feed-back on their views and opinions on what type in-service training they felt best met their needs. These results became a form of job-task-analysis. A comprehensive review of existing CALEA standards (and pending new CALEA standards) was conducted to insure in-service training courses and program structure moved the Academy toward total compliance with those standards. Two redundant filing systems were established, electronic and hardcopy of all program activity to include course development, student attendance, student performance and student completion. Contacts have been established with outside professional training organizations for resource materials and copyright release obtained where applicable. These contacts have been the first move toward developing a network of training professionals to be further developed as this in-service training program continues to grow. The delivery system for in-service training using Trainersoft software as the platform is the South Carolina Department of Public Safety Information Technology Office, (ITO) servers. This allows for a closed-system intranet presentation for the program. A password and user ID system was established for the program and course access. Courses are either mandated for staff attendance or voluntary, based on management's decision on course criticality. Mandated coursework includes a testing component. Test results are automatically forwarded electronically to the program administrator. A reporting process was established to conduct a semi-annual report form to management on all program activity. A developmental timeline has been established

for the in-service training program. Short course topics are selected based on identified Academy needs. These needs primarily derive from instructional position descriptions and job duties, CALEA indicated standards, and on-going needs assessment surveys. This CPM project is unique in that it is already in the implementation stage. This has been made possible through a complete commitment to the program by the Academy Deputy Director. This commitment by the Deputy Director has minimized most all possible obstacles to the program. To date, four training segments are on-line for staff attendance. Cost considerations to date, total \$2,654.00. Communication with both management and staff (current key stake holders) continues as the program builds. The program has been well received by management and attendance compliance by staff has shown a steady increase. The pursuit of outside resources include continued alliance with both the FBI Training Academy and FLETC, both of which have similar on-line programs in place. Program procedures have been put into place regarding staff attendance and successful course completion. The Academy Standards Section is currently working towards completion of policy regarding the in-service training program. These policies will be consistent with existing CALEA standards.

Evaluation Method

The in-service training program has a program administrator. The program administrator's primary duties are to insure continued short course development and presentation, based on identified need. The program administrator works in unison with the Academy web site coordinator for posting of course content to the SCDPS servers and intranet. The program administrator conducts monthly reviews of all program activity to include staff attendance to program courses, time spent within the courses by

each individual, and test results by each individual. Semi-annually, the program administrator submits a program activity report to the Training Operations Manager for review. Electronic results from course attendance is reviewed and evaluated. The electronic results forms provide two different reporting forms: Course Access Report Form, which provides date course was accessed, time course was accessed, elapsed time the individual was in the program course, individual identity by user name and password and if the course testing mechanism was accessed. Course Test Score Report Form, which provides the above mentioned information, along with number of test questions attempted and number of test questions responded to correctly, and incorrectly. Based on software programming, test questions are randomly selected and re-ordered each time the testing mechanism is accessed by a participant.

An annual staff survey is planned to acquire further input from the staff regarding their input toward the program. Results of these surveys will serve as input for course topical selection along with other task analysis mentioned above. Staff attendance will be monitored and comparison studies conducted to evaluate the current in-service training program against prior approaches to in-service training. This evaluation process will include cost considerations, impact on existing work schedules, course accessibility, course offerings and selections, course relevance to assigned job duties and impact on job performance.

The unique aspect of this project is that it is currently well under way and operational. To date, it has already proven to be cost effective⁶, provides a greater level of in-service

⁶ Based on one program administrator's salary, cost per course .00, staff tuition '00. for the

staff, and better meets training standards while not disrupting established schedules or workloads. This program has shown the ability for continued growth. While currently residing on the SCDPS intranet, it can easily be opened up to internet access with programs directed to the law enforcement community around the state. Plans are already underway to design and develop a staff on-line forum. This forum, in time, could also be expanded by internet to include professional trainers from around the country for the exchange of training information. This program is structured in such a fashion to allow for bulletin board services for management and staff. The growth potential compared to the cost considerations indicated this training delivery system can be an excellent training enhancement tool to supplement not only in-service training but become a training medium for field applications. Certainly during these financially trying times, while not a replacement for traditional face-to-face classroom training, it becomes a viable low cost, timely addition to the training process. What started out as a CPM project has already become reality for the Academy. While still in the start-up phases of development, the in-service training program has provided numerous growth opportunities for this agency, while meeting current needs of the Academy.

Recommendations

It is again worth noting that due to a total commitment by management to this in-service training program few obstacles have been encountered to date with program development. Recommendations for the continued growth of the program are:

1. Annual job task analysis reporting consistent with staff position descriptions and job related duties.

2. Monthly data collection from Course Access Reporting Forms for monitoring of attendance to each posted course on-line. Continued research and development of on-line forum based software for the creation of a staff forum exchange network.
3. Research the feasibility of expanding the current program format to the internet for field law enforcement access.
4. Research possible syndication applications for internet coursework outside of South Carolina.

Website access to this program can be reached by the following link:

<http://www.sccja.org/staff/training.html>

**CPM
In-Service Training Project**



**Commission on
Accreditation for Law
Enforcement**



Attachment #1

TRAINING AND CAREER DEVELOPMENT

Standards in this chapter relate to the training and career development of law enforcement personnel. Subchapters address the organization and administration of the training function; training academy administration; training instructors; recruit training; in-service, shift briefing, and advanced training; specialized training; civilian personnel training; and career development.

Training has often been cited as one of the most important responsibilities in any law enforcement agency. Training serves three broad purposes. First, well-trained officers are generally better prepared to act decisively and correctly in a broad spectrum of situations. Second, training results in greater productivity and effectiveness. Third, training fosters cooperation and unity of purpose. Moreover, agencies are now being held legally accountable for the actions of their personnel and for failing to provide initial or remedial training.

Training programs should ensure that the needs of the agency are addressed and that there is accountability for all training provided. In particular, training should be consistent with the agency's mission and values as well as goals and objectives. Agency training functions should be the responsibility of the training component, which should be accountable for developing and administering training programs. Program development should provide for input from several sources, including agency personnel in general, a training committee, the inspections function, and, most importantly, the agency's chief executive officer.

Career development is a structured process that is utilized by an agency to provide opportunities for individual growth and development at all levels. It is designed to promote productive, efficient, and effective job performance and to improve the overall level of individual job satisfaction.

So that agencies can deal effectively with law enforcement problems in an increasingly complex and sophisticated society, there should be parallel increases in the level of education and training required for law enforcement officers. Higher education, by itself, is not an absolute answer in achieving improvement in law enforcement agencies. However, officers who have received a broad general education have a better opportunity to gain a more thorough understanding of society, to communicate more effectively with citizens, and to engage in the exploration of new ideas and concepts.

33.1 Administration

33.1.1 *A written directive establishes a training committee in the agency and includes provisions for the following:*

- a. *composition of the committee;*
- b. *the process for selecting and replacing committee members;*
- c. *the relationship of the training function to the committee;*
- d. *authority and responsibilities of the committee; and*
- e. *designation of the person or position to whom the committee reports.*

Commentary: The training committee should assist in developing and evaluating training needs and serve as a focal point for input from those representing agency components. The role of the committee should be clearly established to promote effective committee operation and to prevent misunderstandings. (N/A O O O)

33.1.2 *A written directive governs attendance requirements for employees assigned to authorized agency training programs.*

Commentary: The directive should describe exceptions and provide procedures for documenting attendance, excusing participants for such events as

court appearances, making up time that is missed as the result of excused and unexcused absences, and ensuring that employees are recognized for successful completion of the training program.
(M M M M)

33.1.3 *A written directive governs agency reimbursements to employees attending training programs in or outside the agency's service area.*

Commentary: The directive should describe the conditions under which reimbursement may be provided for mileage, meals, housing, fees, books, or materials for training programs conducted in or outside the agency's service area (see 22.2.9).
(O O O O)

33.1.4 *The agency requires lesson plans for all training courses conducted by the agency, to include:*

- a. a statement of performance and job-related objectives;*
- b. the content of the training and specification of the appropriate instructional techniques;*
- c. a process for approval of lesson plans; and*
- d. identification of any tests used in the training process.*

Commentary: The development of lesson plans should ensure that the subject to be covered in training is addressed completely and accurately and is properly sequenced with other training materials. Lesson plans establish the purpose of the instruction, set forth the performance objectives, relate the training to critical job tasks, and identify ethical considerations related to the topic. Consideration should be given to the relevance of training courses to the organization's mission and values. Lesson plans should be required of nonresident instructors as well as resident academy staff.

The lesson plans should also include references, teaching techniques (lecture, group discussion, panel, seminars, debate), relationships to job tasks, responsibilities of the participants for the material taught, and plans for evaluation of the participants. The instructional techniques that should be incorporated are conferences (debate, discussion groups, panels, and seminars); field experiences (field trips, interviews, operational experiences, and operational observations); presentations (lecture, lecture discussion, and lecture demonstration); problem investigations (committee inquiry); and simulations (case study, games, and role-play). (M M M M)

33.1.5 *A written directive establishes agency policy concerning remedial training.*

Commentary: The directive should include the circumstances and criteria used to determine the need for remedial instruction, the timetables under which remedial training is provided, and the consequences of participation or nonparticipation by the affected personnel. The directive should recognize the uses of remedial instruction in other than recruit training and should comment on the relationship between the inspections and training functions (see 26.1.4).
(M M M M)

33.1.6 *A written directive requires the agency to update records of employees following their participation in training programs.*

Commentary: As personnel complete training programs, the date of the training, the types of training received, any certificates received, attendance, and test scores should be recorded for each trainee.
(M M M M)

33.1.7 *The agency maintains records of each training class it conducts, to include, at a minimum:*

- a. course content (lesson plans);*
- b. names of agency attendees; and*
- c. performance of individual attendees as measured by tests, if administered.*

Commentary: The intent of the standard is to ensure that the agency documents the nature of the instruction, the identity of those attending the sessions, and the performance of the attendees. The standard would be satisfied in part by maintaining on file the lesson plans used by the course instructors.
(M M M M)

33.2 Academy

33.2.1 *If the agency operates a training academy, a written directive requires provisions for the administration and operation of the academy, to include:*

- a. a statement of the academy's goals and responsibilities;*
- b. organization and staffing;*
- c. administrative procedures; and*
- d. operating procedures.*

Commentary: The agency may wish to develop a manual that addresses the operational and administrative requirements of the academy. The directive, or manual, should also identify the physical plant and other facilities, such as a firing range or driver training track, that are the responsibility of the academy. (M M M M)

33.2.2 *If the agency operates an academy facility, the facility includes, at a minimum:*

- a. classroom space consistent with the curriculum being taught;*
- b. office space for instructors, administrators, and secretaries;*
- c. physical training capability; and*
- d. a library.*

Commentary: The agency should have access to training facilities but need not necessarily own the facilities. The size and type of the facilities should be consistent with the academy curriculum. The academy should also have access to a firing range and a paved driver-training track with a minimum of a circular driving surface of one-quarter mile, a skidpan, and a straightaway. The driver training track and the firing range may be located away from the academy's main facility. (M M M M)

33.2.3 *If agency personnel are trained in an outside academy, a written directive describes the relationship between the agency and the outside academy.*

Commentary: An agency may choose to avail itself of recruit, in-service, or specialized training in an academy not operated by the agency, e.g., regional academy, state operated academy. Regardless of the reasons for participation, the written directive should provide the basis for the agency's participation in the academy to ensure that training needs are being met. To safeguard the interests of both the agency and the academy while agency personnel are attending academy training, the directive should also specify any legal liabilities of the agency and/or academy. The directive should also describe: the legal basis for participation in the academy; the relationship of the agency training function and the agency to the academy; the process for providing agency input to the academy program; the circumstances under which the agency provides staff, facilities, instructors, and other resources to the academy; financial obligations of the agency to the academy; and the method for determination of the legal liability of the participating agencies. (M M M M)

33.2.4. *The academy provides an orientation handbook to all new recruit personnel at the time academy training begins.*

Commentary: In the new environments of both the law enforcement profession and a law enforcement training academy, new personnel should be provided with information concerning the organization of the academy; the academy's rules and regulations; the

academy's rating, testing, and evaluation system; physical fitness and proficiency skill requirements; and daily training schedules. (O O O O)

33.2.5 *If agency personnel are trained in an outside academy, a written directive governs the training to be received by agency personnel regarding agency policies, procedures, rules, and regulations.*

Commentary: In addition to the training and skills taught at an outside academy, the agency should provide instructions in policies and procedures that are specific to the agency. The written directive may provide for such training at the outside facility or after the personnel return to the agency following completion of training. (M M M M)

33.3 Training Instructors

33.3.1 *Personnel assigned to the training function and full-time instructors receive training, which includes, at a minimum:*

- a. lesson plan development;*
- b. performance objective development;*
- c. instructional techniques;*
- d. testing and evaluation techniques; and*
- e. resource availability and use.*

Commentary: The agency should require that all full-time instructors be given training prior to assuming their teaching responsibilities. This training should be periodically updated and geared to meet any specific instructional problems of the agency. If the agency desires instructors to meet state instructor certification requirements, consideration should be given to meeting those requirements. (O O O O)

33.4 Recruit Training

33.4.1 *The agency requires all sworn officers to complete a recruit training program prior to assignment in any capacity in which the officer is allowed to carry a weapon or is in a position to make an arrest, except as part of a formal field training program required in standard 33.4.3.*

Commentary: The intent of this standard is to preclude assigning persons to positions requiring the carrying of weapon, enforcing the law, or making arrests until they successfully complete a structured basic training course. Those persons who have been hired, but who have not yet completed the basic training course, could be used in such positions as communications, records, or other activities not requir-

ing the carrying of a weapon, enforcing the law, or making an arrest. An exception is allowed for those trainees participating in the formal field training program required in standard 33.4.3. (M M M M)

33.4.2 *A written directive requires the agency's recruit training program to include:*

- a. a curriculum based on tasks of the most frequent assignment associated duties of officers who complete recruit training; and*
- b. use of evaluation techniques designed to measure competency in the required skills, knowledge, and abilities.*

Commentary: None. (M M M M)

33.4.3 *A written directive establishes a field training program for all newly sworn officers with a curriculum based on tasks of the most frequent assignments with provisions for the following:*

- a. field training of at least four weeks for trainees, during and/or after the required classroom training;*
- b. a selection process for field training officers;*
- c. supervision of field training officers;*
- d. liaison with the academy staff, if applicable;*
- e. training and in-service training of field training officers;*
- f. rotation of recruit field assignments;*
- g. guidelines for the evaluation of recruits by field training officers; and*
- h. reporting responsibilities of field training officers.*

Commentary: The goal of field training is to provide recruit trainees with "on street" experiences following the completion of classroom training as required in standard 33.4.1. A minimum four week period permits time for rotation of recruits among the various training activities and objectives with which they may be familiar. In some cases, field training may be presented at intervals as part of a logically coherent classroom training program. Here, training is managed by providing classroom training followed by a short segment in the field to provide the trainee with "on street" experience in those curricular areas just covered in the classroom.

Whether presented during and/or after the classroom training, field training should be a closely supervised process, as the initial experience of recruits often shapes their future careers.

The field training program is an important adjunct of the formal recruit classroom training and should

be as carefully organized, administered, and evaluated as classroom training. The field training program should be closely allied with the academy so that field training officers (FTOs) are aware of what skills and subjects have been taught and what roles the FTOs are to assume.

The selection process for FTOs is crucial to a successful program as many of the values, tactics, and attitudes of FTOs are transmitted to inexperienced officers. Initial training, as well as periodic in-service training, should be provided to FTOs to prepare them for and keep them current with their assigned responsibilities.

The relevance of the field training experience may be enhanced by providing guidelines to FTOs that define the responsibilities of the FTO and provide specific direction about the skills, knowledge, and abilities to be assessed, taught, or performed. The evaluative responsibilities of the FTOs should also be identified. (M M M M)

33.5 In-Service, Shift Briefing, and Advanced Training

33.5.1 *A written directive requires all sworn personnel to complete an annual retraining program, including legal updates.*

Commentary: The agency should ensure that personnel are kept up to date with new laws, technological improvements, and revisions in agency policy, procedures, rules, and regulations. The mandatory retraining may also be designed to provide supervisory, management, or specialized training to participants. Retraining may be used to supplement promotional training, training prior to assignment to a specialized component, or executive development training for higher ranking officers. The agency should ensure that information included in retraining is included on promotional examinations.

The program should be structured to motivate experienced officers and to further the professionalization of the agency. The training should include a review of the following topics: agency policy, procedures, and rules and regulations, with emphasis on changes; ethics and integrity, taking into consideration cultural influences, policy compliance, and doing what is correct rather than what is not illegal (see 26.1.1); statutory or case law affecting law enforcement operations, with emphasis on changes; the functions of agencies in the local criminal justice system; ex-

ercise of discretion in the decision to invoke the criminal justice process; interrogation and interviewing techniques; agency policy on the use of force, including the use of deadly force; emergency medical services; the performance evaluation system; emergency fire suppression techniques; new or innovative investigative or technological techniques or methods, if any; hazardous materials incidents; contingency plans, if any, including those relating to special operations and unusual occurrences; crime prevention policies and procedures; collection and preservation of evidence; report writing and records system procedures and requirements; and victim/witness rights, policies, and procedures. (M M M M)

33.5.2 A written directive governs shift briefing training.

Commentary: Shift briefing training is a technique that may supplement all other training. Shift briefing training may be a useful element of agency training, if it is well managed and supervised. The goal of this training should be to keep officers up to date between formal retraining sessions. Agencies which do not have formal shift briefings, e.g., resident state troopers, deputy sheriffs, etc., may accomplish the purpose of shift briefing training through other methods. To be useful to the agency, the shift briefing training program should be well structured and reflect the needs of the agency while being flexible enough to fit into a shift briefing setting. The written directive should include: planning for shift briefing training; techniques used in shift briefing training; relationships with the academy; instructional methods; instructional personnel; evaluation of shift briefing training; scheduling of training; and role of supervisors and officers (see 41.1.3). (O O O O)

33.5.3 Familiarization with the accreditation process is provided to agency employees as follows:

- a. to all newly hired agency personnel within a reasonable period after their employment begins;
- b. to all agency personnel during the self-assessment phase associated with achieving initial accreditation and each reaccreditation; and
- c. to all agency personnel just prior to an on-site assessment associated with initial accreditation and each reaccreditation.

Commentary: The intent of this standard is two-fold. First, it ensures that all employees are familiar with accreditation and what it entails during the self-assessment process. Second, familiarizing new employees with the process will provide a historical

perspective and emphasize the importance of accreditation to the organization. It is recommended that familiarization include the history and background of accreditation and the agency's involvement in the process, the accreditation process, the goals and objectives of accreditation, and the advantages of accreditation and its impact on the agency. Familiarization may be achieved by such means as classroom instruction, newsletter, memo, and periodic attendance by command staff at meetings of the Commission on Accreditation for Law Enforcement Agencies. (M M M M)

33.6 Specialized In-Service Training

33.6.1 A written directive identifies the functions for which specialized training is required, and includes the following:

- a. development and/or enhancement of the skills, knowledge, and abilities particular to the specialization;
- b. management, administration, supervision, personnel policies, and support services of the function or component; and
- c. supervised on-the-job training.

Commentary: The agency should identify all of the functions for which both pre- and post-assignment specialized training are required.

In addition, all persons responsible for crime scene processing should receive specialized in-service training to develop the following skills: recovering latent fingerprints and palm prints; recovering foot, tool, and tire impressions; photographing crime or accident scenes; preparing crime or accident scene sketches; and collecting, preserving, and transmitting physical evidence, including biological materials. These topics should also be provided as refresher training for investigative personnel as a component of the in-service training program. (M M M M)

33.6.2 If the agency has a tactical team, the agency requires that all personnel assigned to the team engage in training and readiness exercises.

Commentary: The purpose of this standard is to ensure that tactical team members have ample opportunity to practice their special skills and develop their abilities to function effectively as a team. This is necessary because many skills are perishable and should be exercised to build and maintain proficiency. Operational simulations should be included in the training program, and if the agency also has a

separate hostage negotiation team, its personnel should be required to train periodically with the tactical team. All tactical training must be documented and the records retained pursuant to standard 33.1.6. (M M M M)

33.7 Civilian Training

33.7.1 *A written directive requires all newly appointed civilian personnel to receive information regarding:*

- a. the agency's role, purpose, goals, policies, and procedures;*
- b. working conditions and regulations; and*
- c. responsibilities and rights of employees.*

Commentary: None. (M M M M)

33.7.2 *A written directive identifies the civilian positions for which pre-service and in-service training is required.*

Commentary: The agency personnel should receive initial and on-going training commensurate with their responsibilities. Such training should stress not only the skills necessary to perform technical aspects of their jobs but also the importance of the link they provide between citizen and agency, which often shapes a citizen's opinion of the agency. (M M M M)

33.8 Career Development

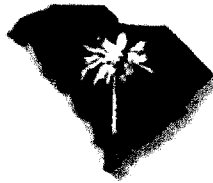
33.8.1 *A written directive establishes training requirements for all personnel assigned by the agency to conduct career development activities.*

Commentary: Personnel, such as supervisors and counselors, who are assigned to conduct career development activities should undergo a period of orientation that should provide increased knowledge and skills in at least the following areas: general counseling techniques; techniques for assessing skills, knowledge, and abilities; salary, benefits, and training opportunities of the agency; educational opportunities and incentive programs; awareness of the cultural background of ethnic groups in the program; record-keeping techniques; career development programs of other jurisdictions; and availability of outside resources. (O O O O)

33.8.2 *The agency provides job related training to all newly promoted personnel.*

Commentary: Such training should be commensurate with their new duties and should take place either prior to promotion or within the first year following promotion. (M M M M)

**CPM
In-Service Training Project**



**Criminal Justice Academy
In-Service Training
Questionnaire**

Attachment #2

**The Criminal Justice Academy
In-Service Training Questionnaire**

The Office of Professional Development is conducting a division wide in-service training survey. This survey is being conducted to determine to what degree in-service training has been previously made available to CJAD staff, what topical areas were offered, was that training job duty specific and did that training meet employee job duty needs.

Please complete the following questionnaire and return the questionnaire to your immediate supervisor, who in turn will submit those questionnaires to the Office of Professional Development. The results of this questionnaire will be held as confidential and used solely for the purpose of further developing the in-service training program within this division. Your name is not required for this questionnaire. A plain brown envelope is included to seal your completed questionnaire in.

Thank you for your participation and assistance in this matter.

Please answer the following questions:

How long have you worked for the Criminal Justice Academy Division?

- ☐ Less than one year
- ☐ 2 – 3 years
- ☐ 4 – 5 years
- ☐ 6 – 10 years
- ☐ 11 – 15 years
- ☐ 16 – 20 years
- ☐ 21 – 25 years
- ☐ 26 or more years

How long have you been working in your present position?

- ☐ Less than one year
- ☐ 2 – 3 years
- ☐ 4 – 5 years
- ☐ 6 – 10 years
- ☐ 11 – 15 years
- ☐ 16 – 20 years
- ☐ 21 – 25 years
- ☐ 26 or more years

What Section are you presently assigned to?

- ☐ Administrative Support Section
- ☐ Facility Support Section
- ☐ Training Section
- ☐ Hall of Fame Section
- ☐ Standards/Testing

If assigned to Administrative Support, what area are you assigned to?

- ☐ Food Services
- ☐ Management Support
- ☐ Housing
- ☐ Other _____

If assigned to Facility Support, what area are you assigned to?

- ☐ Fleet Maintenance
- ☐ Facilities Management
- ☐ Other _____

If assigned to the Training Section, what area are you assigned to?

- ☐ Registrar
- ☐ Admissions
- ☐ Scheduling
- ☐ Certification
- ☐ Basic Training
- ☐ Regional Training
- ☐ Media/Technology
- ☐ Police Sciences
- ☐ Physical Training
- ☐ Weapons/Driving Range
- ☐ Behavioral Sciences
- ☐ CDV
- ☐ Traffic Investigations
- ☐ Forensic Investigations
- ☐ Other _____

If assigned to the Standards Section, what area are you assigned to?

- ☐ Standards
- ☐ Academic Testing
- ☐ Research and Development
- ☐ Other _____

Overall, how well prepared do you feel you are in conducting your daily job duties?

- ☐ Very well prepared
- ☐ Somewhat prepared
- ☐ Not very well prepared
- ☐ Not prepared at all

Do you feel you have the equipment you need to perform your job function?

- ☐ I strongly agree that I have the equipment needed
- ☐ I agree that I have the equipment needed
- ☐ I disagree that I have the equipment needed
- ☐ I strongly disagree that I have the equipment needed

Do you feel you have been provided adequate in-service training on current technology to use that technology proficiently?

- ☐ I strongly feel I have been provided adequate technology training
- ☐ I agree that I have been provided adequate technology training
- ☐ I disagree that I have received adequate technology training
- ☐ I strongly disagree that I have received adequate technology training
- ☐ I have never received in-service technology training

When is the last time you attended outside-of-agency in-service training where tuition, hotel, travel cost was involved?

- ☐ 2003 – 2002
- ☐ 2002 – 2001
- ☐ 2001 – 2000
- ☐ 2000 – 1999
- ☐ 1999 – 1998
- ☐ Never

If you have instructional duties, select the response that best represents your assigned course workload responsibilities:

- ☐ 1 course assigned
- ☐ 2 courses assigned
- ☐ 3 courses assigned
- ☐ 4 courses assigned
- ☐ 5 courses assigned
- ☐ 6 or more courses assigned

If assigned instructional duties, do you feel you have adequate time for topic research and course development/revision work?

- ☐ I strongly agree that I have adequate time
- ☐ I agree I have adequate time
- ☐ I disagree I have adequate time
- ☐ I strongly disagree I have adequate time

If assigned administrative duties, do you feel you have adequate training for the task assigned?

- ☐ I strongly agree that I have adequate training
- ☐ I agree I have adequate training
- ☐ I disagree I have adequate training
- ☐ I strongly disagree I have adequate training

Do you feel, in the past, in-service training (minus Annual Firearms and Defensive Tactics) has been adequate to meet the requirements of your job duties?

- ☐ I strongly agree that past in-service training has been adequate
- ☐ I agree that past in-service training has been adequate
- ☐ I disagree that past in-service training has been adequate
- ☐ I strongly disagree that past in-service training has been adequate

If assigned instructional duties, do you feel adequately up-to-date on all of the most recent changes in course content, instructional training techniques, and expertise for those course topics you are responsible for?

- ☐ I strongly agree that I am adequately up-to-date on the most recent changes in course content and instructional training techniques
- ☐ I agree that I am adequately up-to-date on the most recent changes in course content and instructional training techniques
- ☐ I disagree that I am adequately up-to-date on the most recent changes in course content and instructional training techniques

- ☐ I strongly disagree that I am adequately up-to-date on the most recent changes in course content and instructional training techniques

Do you feel past in-service training (minus Annual Firearms and Defensive Tactics) has meet your specific job duty needs?

- ☐ Yes
- ☐ No

Do you feel, when assigned new training duties, that cross-training provided for those new training assignments has been adequate?

- ☐ I strongly agree that cross training provided has been adequate
- ☐ I agree that cross training provided has been adequate
- ☐ I disagree that cross training provided has been adequate
- ☐ I strongly disagree that cross training provided has been adequate
- ☐ I never received cross training for newly assigned training duties

Do you feel comfortable in the use of the IBID White Board and its associated functions?

- ☐ Yes
- ☐ No

Do you feel comfortable in the use of Microsoft PowerPoint Presentation software?

- ☐ Yes
- ☐ No

Do you feel comfortable in the use of Microsoft Excel software?

- ☐ Yes
- ☐ No

If you have instructional presentation duties, do you feel comfortable utilizing distance learning technology in the DL classroom?

- ☐ I strongly agree that I feel comfortable with DL classroom technology
- ☐ I agree that I feel comfortable with DL classroom technology
- ☐ I disagree that I feel comfortable with DL classroom technology
- ☐ I strongly disagree that I feel comfortable with DL classroom technology
- ☐ I have never used the technology in the DL classroom

If you have instructional presentation duties, do you feel comfortable utilizing the Studio Media technology?

- ☐ I strongly agree that I feel comfortable with Studio Media technology
- ☐ I agree that I feel comfortable with Studio Media technology
- ☐ I disagree that I feel comfortable with Studio Media technology
- ☐ I strongly disagree that I feel comfortable with Studio Media technology
- ☐ I have never used Studio Media technology

If you have instructional presentation duties, do you feel comfortable utilizing technology for Internet or CD-ROM course presentations?

- ☐ I strongly agree that I feel comfortable utilizing Internet and CD-ROM technology
- ☐ I agree that I feel comfortable utilizing Internet and CD-ROM technology
- ☐ I disagree that I feel comfortable utilizing Internet and CD-ROM technology
- ☐ I strongly disagree that I feel comfortable utilizing Internet and CD-ROM technology
- ☐ I have never used Internet or CD-ROM technology for course presentation

Do you feel adequately trained to navigate the assorted functions on your desktop or laptop issued computer equipment and associated utility software?

- ☐ I strongly agree that I have been adequately trained in the use of my issued computer
- ☐ I agree that I have been adequately trained in the use of my issued computer
- ☐ I disagree that I have been adequately trained in the use of my issued computer
- ☐ I strongly disagree that I have been adequately trained in the use of my issued computer
- ☐ I have never received training in the use of my issued computer

Please take a moment and submit any course topics you feel would be of direct benefit to you in your assigned job duties:

Please place completed questionnaire in the attached brown envelope, seal and return to your immediate supervisor. Thank you.

The Criminal Justice Academy
In-Service Training Questionnaire
Results by Question

Years of Service	Time in Present Position	Section Currently Assigned	Administrative Support Assignment	Facility Support Assignment
Less Than One year	Less Than One Year	Admin. Support	Management Support	Management Support
2	7	6	1	1
2 – 3 Years	2 – 3 Years	Facility Support	Food Services	No Response
3	10	4	2	3
4 – 5 Years	4 – 5 Years	Standards	Housing	
5	9	3	1	
6 – 10 Years	6 – 10 Years	Training	Other – All Above	
13	7	29	1	
11 – 15 Years	11 – 15 Years	No Response	No Response	
12	9	1	2	
16 – 20 Years	16 – 20 Years			
2	0			
21 – 25 Years	21 – 25 Years			
3	1			
26 or More Years	26 or More Years			
3	0			

The Criminal Justice Academy
In-Service Training Questionnaire
Results by Question

Training Section Assignment	Standards Section Assignment	How Well Prepared to Conduct Duties	Equipment to do Job Function	Received Adequate In-Service Training
Registrar	Academic Testing	Very Well Prepared	Strongly Agree	Strongly Agree
2	3	33	8	3
Admissions	Standards	Somewhat Prepared	Agree	Agree
1	3	9	30	22
Scheduling		Not Very Well Prepared	Disagree	Disagree
1		1	5	13
Certification		Not Prepared at All		Strongly Disagree
2		0		0
Basic Training				Never Received
8				2
Regional Training				No Response
1				2
Media/Technology				
6				
Physical Training				
2				
Weapons/Driving Range				
4				
Behavioral Sciences				
1				
CDV				
1				
Traffic Investigations				
1				

The Criminal Justice Academy
In-Service Training Questionnaire
Results by Question

Last Outside Training	Inst. Course Workload	Adequate R/D Time	Adequate Admin Training	Past In-Service Adequate
2003 - 2002	1 Course Assigned	Strongly Agree	Strongly Agree	Strongly Agree
7	1	6	7	1
2002 - 2001	2 Courses Assigned	Agree	Agree	Agree
6	1	5	15	14
2001 - 2000	3 Courses Assigned	Disagree	Disagree	Disagree
5	0	4	2	9
2000 - 1999	4 Courses Assigned	Strongly Disagree	Strongly Disagree	Strongly Disagree
4	0	1	0	3
1999 - 1998	5 Courses Assigned	No Response	No Response	No Response
8	2	27	19	16
Never	6 or More Courses			
13	11			
	No Response			
	28			

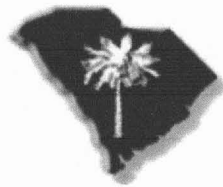
The Criminal Justice Academy
In-Service Training Questionnaire
Results by Question

Up to Date Content/Techniques/Expertise	Past in-Service Meets Job Duties	Adequate Cross Training New Duties	Comfortable with IBID Function	Comfortable with PowerPoint
Strongly Agree	Yes	Strongly Agree	Yes	Yes
2	14	3	4	19
Agree	No	Agree	No	No
8	13	16	26	16
Disagree	No Response	Disagree	No Response	No Response
6	16	7	13	8
Strongly Disagree		Strongly Disagree		
1		2		
No Response		Never Received Cross- Training		
26		3		
		No Response		
		12		

The Criminal Justice Academy
In-Service Training Questionnaire
Results by Question

Comfortable with Excel	Comfortable with Distance Learning	Comfortable with Studio Media	Comfortable with Internet/CDROM	Adequately Trained Desk/Laptop
Yes	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
17	0	2	0	3
No	Agree	Agree	Agree	Agree
23	4	7	8	17
No Response	Disagree	Disagree	Disagree	Disagree
3	5	3	3	11
	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
	1	1	1	0
	Never Used DL	Never Used Media Studio	Never Used Internet/CDROM	Never Received Desk/Laptop Trng.
	7	4	4	3
	No Response	No Response	No Response	No Response
	26	26	26	9

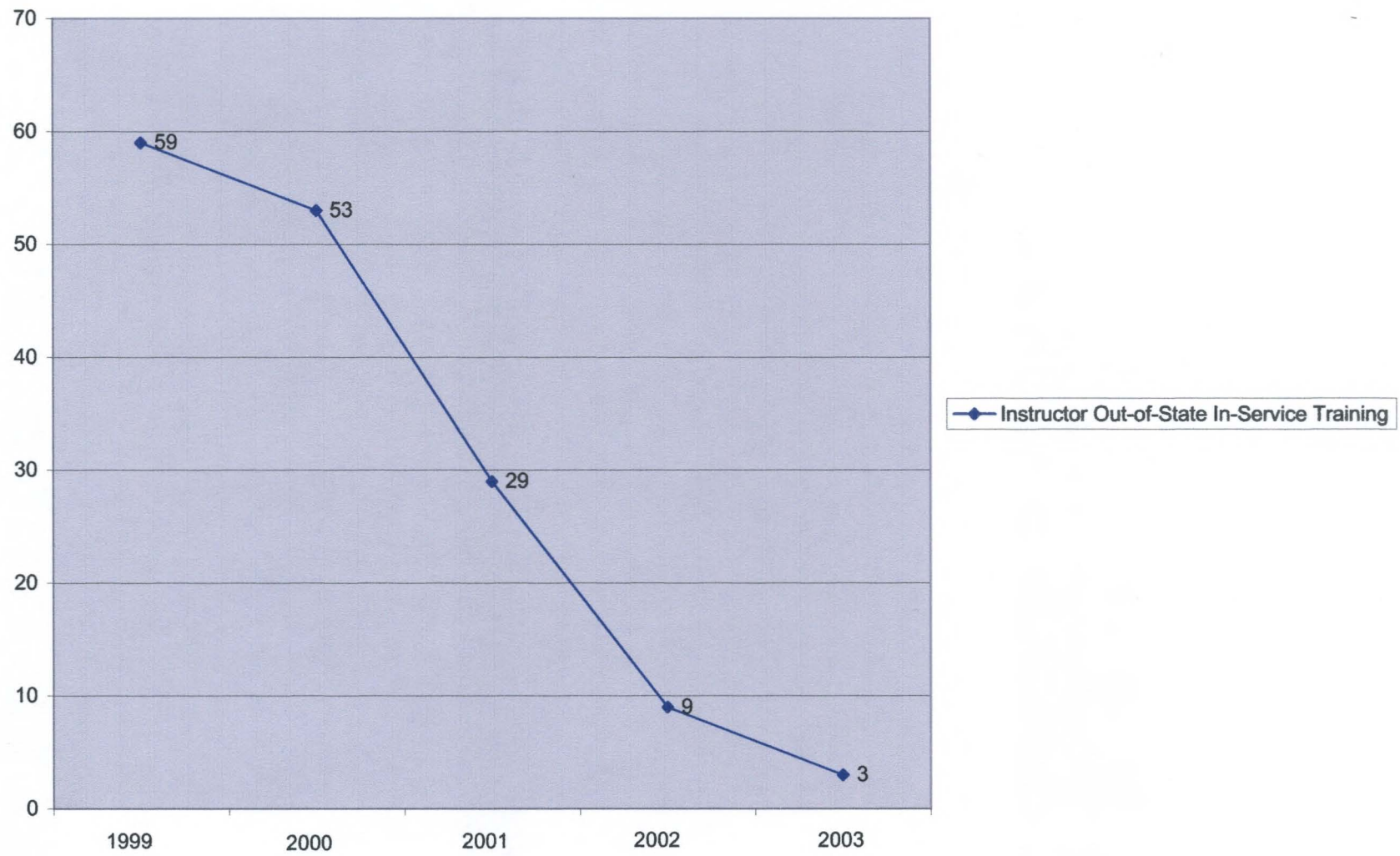
CPM
In-Service Training Project



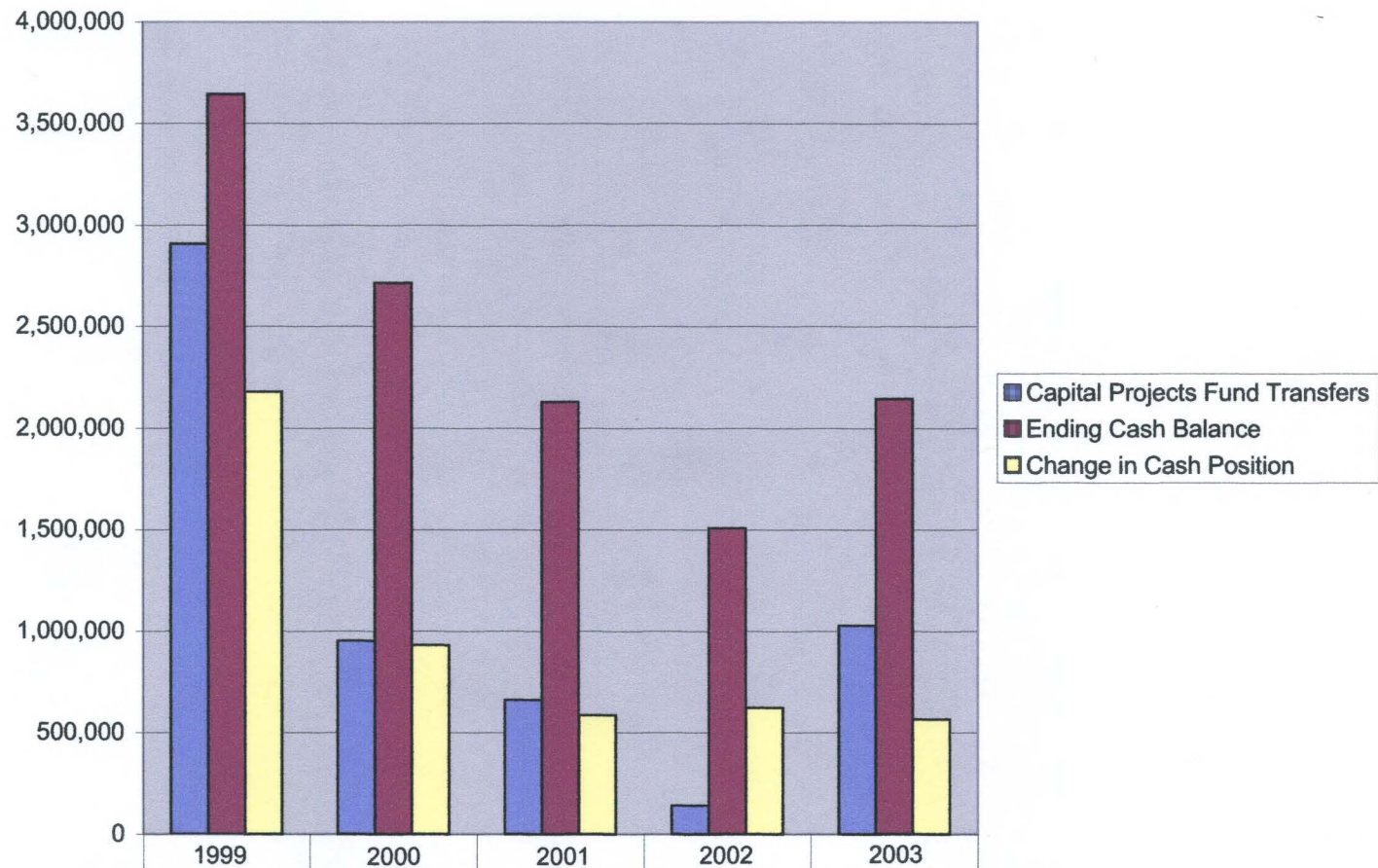
Criminal Justice Academy
Operational Budget Charts

Attachment #3

Instructor Out-of-State In-Service Training

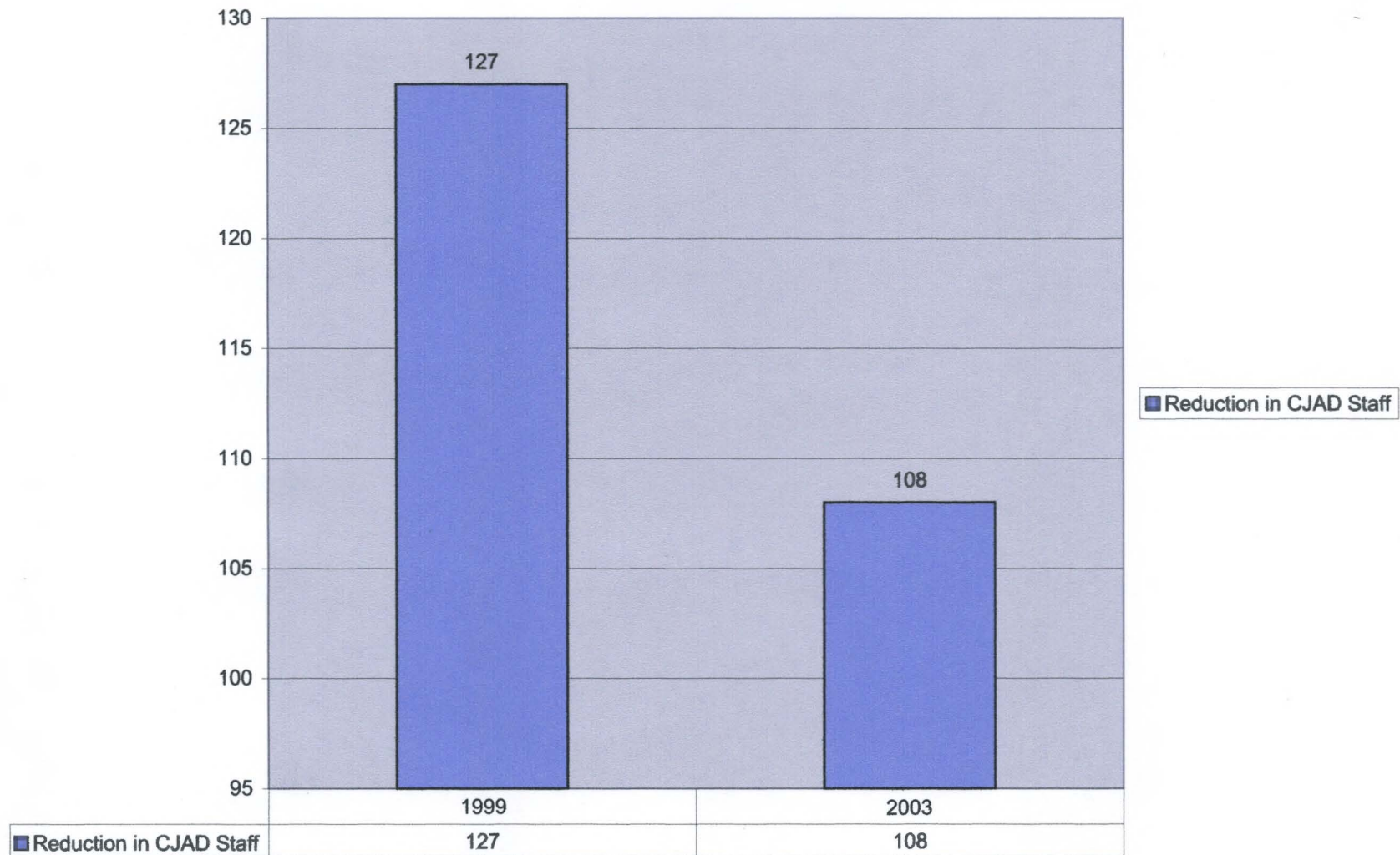


Capital Projects Fund Transfers



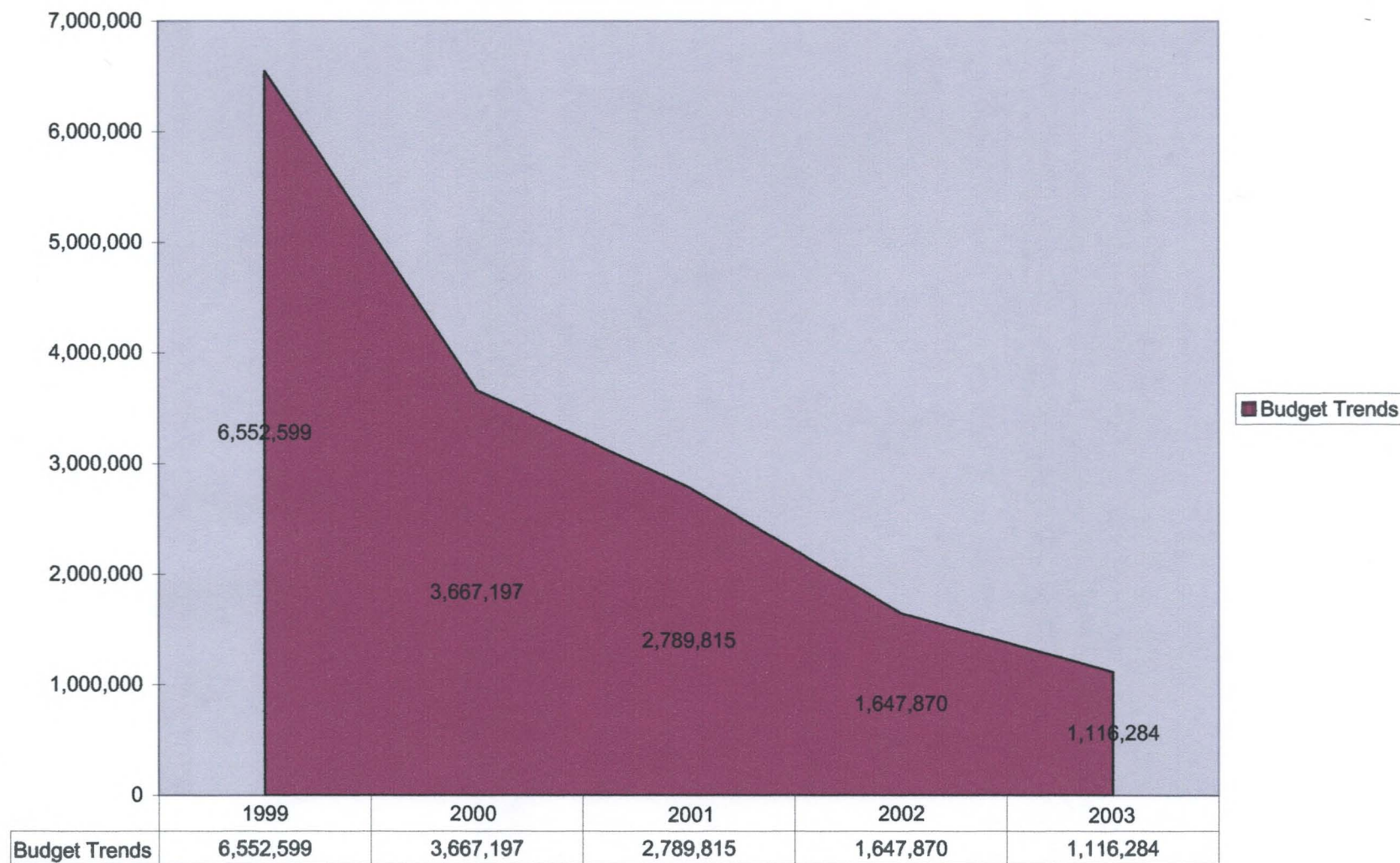
	1999	2000	2001	2002	2003
Capital Projects Fund Transfers	2,907,088	952,717	660,181	140,116	1,027,714
Ending Cash Balance	3,645,510	2,714,480	2,129,634	1,507,754	2,143,999
Change in Cash Position	2,178,751	931,030	584,845	621,879	564,777

Reduction in CJAD Staff

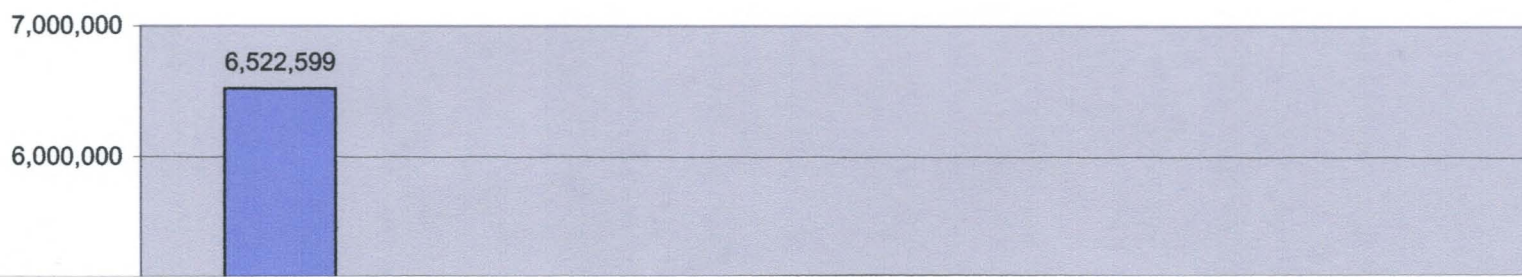


Budget Trends 3

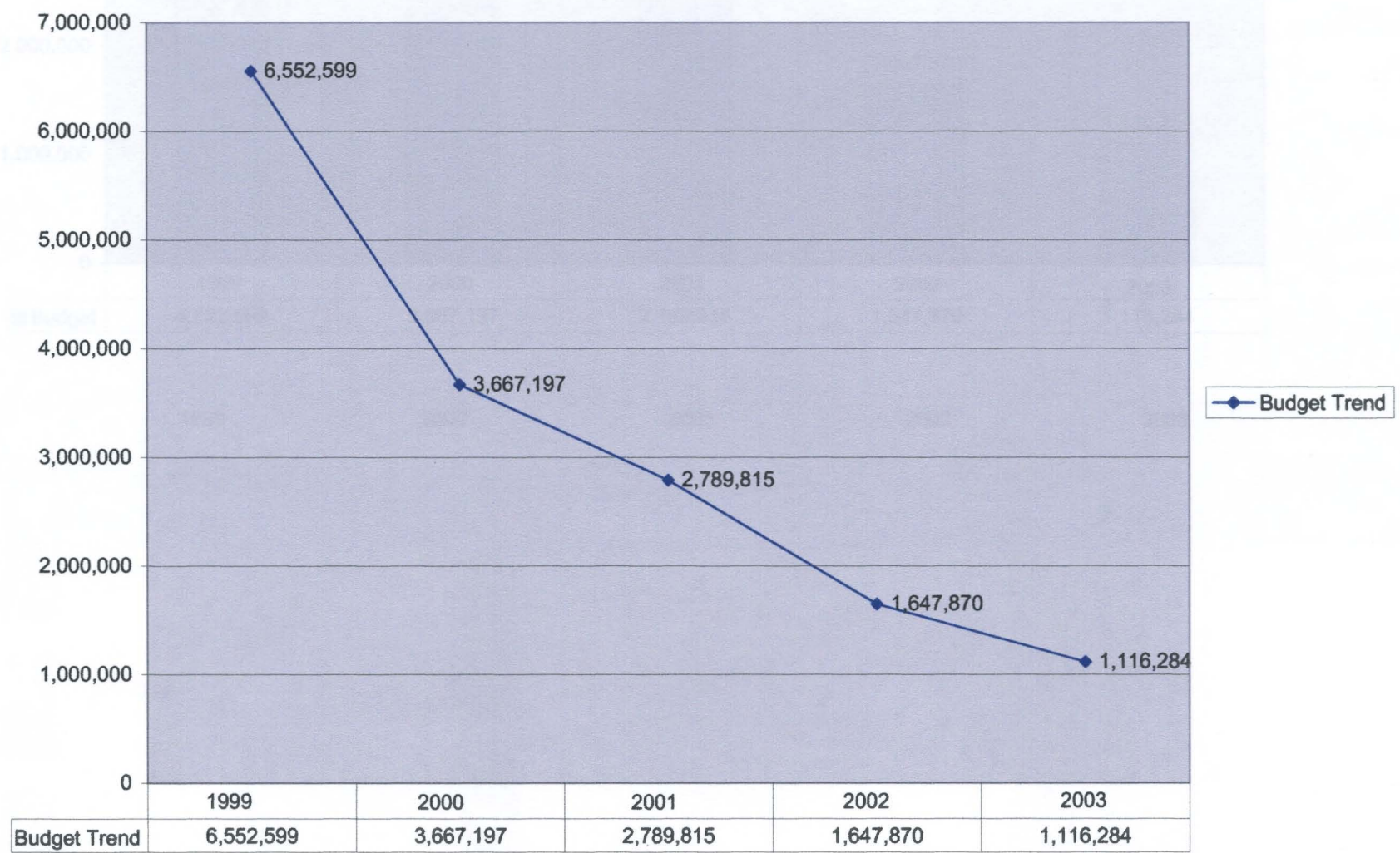
Budget Trends



CJAD Budget Trends



CJAD Budget Trends - Cash Balances



Reduction in CJAD Instructional Staff

